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ABSTRACT

At present, a number of creative approaches are beirg employed with regard to learning problems. In the past, learning problems were dealt with in segregated classrooms or schools. Although future approaches are still a matter of conjecture, mainstreaming will figure as an important factor in these approaches. Two approaches currently used in integrated activity curricula are described in this paper: (a) the physical activity program that encompasses regular and adapted physical education programs as well as intramurals and interscholastic sports, and (b) the program that diverts physical education students into specialized class settings. Traditional categorical methods of educating children are no longer of much value. Because physical educators have always been faced with a wide range of individual ability levels, they should be least threatened of all teachers by the introduction of students at different ability levels. The physical education program should be a well balanced one, including motor ability capacities as well as functional fitness and recreational skill development. The Athens Unit of the Georgia Retardation Center represents a position similar to that experienced by a learning development teacher: children identified by the public school or other learning-service agencies as having difficulty in developing their abilities are referred to the Center for short-term diagnostic workup of an educational program that suits the child and can be continued upon return to the community setting. (PB)

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APPROACHES TO MAINSTREAMING *

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INTRODUCTION

The term, mainstreaming, conjures up all sorts of expectancies from educators and lay public alike. The physical educator who is presently in day-to-day contact with school children views with jaundiced eye such terms as: decategorization, normalization, mainstreaming, individualized prescriptive teaching, as well as labels depicting a specific disability of a student.

The special education teacher and his colleague, the special physical educator, are no better off. They, too, are in the midst of this identification crisis (26 p.4). Efficacy studies, examining the performance of children in special classes in deference to regular class placement have not produced clear directions for resolution of this problem (21 p.29) (19 p.32-37) (26 p.34) (5 p.27,28) (16 p.115). The present difficulty in ascertaining signifi nt differences in performance within the two settings may well be the difference between a programatic approach and one that involves a mission-oriented approach. Missions, in this context, are meant to encompass teaching or instructional functions rather than involving a specific discipline or program goal.

SP020 253

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PAST AND PRESENT STATUS

With what has been said providing a hazy background, "where presently are we in approaching the intent of mainstreaming? " The first slide represents my perception of our present status. (Between City Limit slide). I felt the city name of Between as further being appropriate, since the city is the same distance from the University of Georgia and the capitol city of Atlanta. The next question would perhaps be "what are we between?" (This and That sign).

This, in the past, has been exemplified by the segregated classrooms or totally segregated schools. A physical educator may or may not have had responsibilities for these classes of children. Involvement usually centered around the teacher's interest, time, or in a few cases budgetary considerations.

This (store front sign), at the present, is exemplified by a number of creative approaches. Development in the area of prediction and prevention of learning problems has already brought the establishment of infant stimulation programs. In physical education, transitional programs, as in the form of adapted classes, have been accepted as part of the education process for some time. Rudimentary steps have also been taken in providing activity adaptations within the regular physical education class.

FUTURE STATUS

That (side of store sign), which will be the approaches of the future, is still a matter of conjecture. The courts (29) (31) and the legislatures (20) have already set the pattern. Mainstreaming is here. The direction, then, of our future research endeavors

is quite clear. No more efficacy studies; instead how can the most value be developed for each child in our schools?

Approximately 10 to 12 percent of public school age children are disabled to the point of needing special services (25 p.7). As depicted in the next slide, developed from Harold Love's text (25 p.17), this population encompasses 95 percent of the mild and moderate retarded who, in the vast majority, presently live in their local communities. This should point up that education's responsibility to personalize and advance the learning of all children is not a simple task.

GENERAL APPROACHES

The next series of slides attempts to represent some general approaches presently utilized in establishing an integrated activity curriculum. The first figure (river slide) indicates a student's movement through a school curriculum. The figure of a large river with parallel streams and intersecting tributaries is the total physical activity program, encompassing the regular and adapted physical education classes as well as intramural and interscholastic sports. Physical education, therefore, becomes non-categorized. All students are assigned to a regular class. Attitudinally then, such integration develops the feeling that the regular teacher is the primary learning coordinator, whereas the coach or adapted teacher provides for further activity enrichment or remediation.

The next figure (river and dam) was drawn with a dam as a barrier across the mainstream. Representative, then, are approaches

that divert regular physical education students into specialized class settings. A sport such as basketball is of interest to all, yet four wheelchair students do not make a team. The interest and competitive instincts in the sport, however, may not be any less as in others. Usual intramural activity could be played on Tuesday and Wednesday afternoons; however, these same students could also play on Thursday if they participated from a wheelchair!

IDENTIFICATION OF CATEGORIES

The next slide (river figure) allows for a moment reflection. Placement of a student in any program in the public school must be made upon valid reasons, not simply as a cause of psychometric testing. It is interesting to realize, however, that whether a student participates in a non-categorical manner will be precipitated by how his abilities and disabilities are, in fact, categorized!

The presently utilized approaches should not be accepted as a panacea for mainstreaming. (academic and society mainstream slide). Special classes will always be maintained as well as temporary classes for short-term enrichment and/or remediation. Many totally segregated classes presently operating, however, must be terminated. If 3 percent of public school age children are retarded, yet only 1 percent of this population can be identified as adults, do we not have the responsibility for academic mainstreaming when life's participation will be in society's mainstream?

TOTAL DEVELOPMENT

The next figure (child program slide) represents, in conceptual form, an endeavor toward developing an individual within

the realm of physical activity. The outline of the student represents the parameters that encompass the mission of physical education. The internal lines, drawn as nerves or blood vessels, depict sub units of work in specialized areas that are initiated if appropriate behaviors or learning/skill decrements are encountered.

As with all physical educators, the first order of business is to define the mission, and more specifically, the objectives which need to be met. Each child has specific capacities and abilities needed to be nurtured. The figure presently shown attempts to convey this concept through the number of entry level points and sub unit intersections. You might further note that unity within the individual is portrayed; however, no attempt was intended to emphasize time and effort of participation. (Turn off slides).

BALANCED PROGRAM

As was noted at a recent meeting on exercise physiology, there appears to be a shift of program emphasis within our discipline, from functional fitness to motor ability capacities (11). It is not the intent here to take issue but to indicate what appears to be a trend involving increased attention to a "sport concept." It is the intent to point out that a balance must be the ultimate goal. A unity must be sought which allows a student to move forward; to prepare for successful participation in meeting life's expectancies. All children need to attain competencies involving motor abilities. Particularly is this important during the developing years (37 p.13).

Functional fitness and recreational skill development should not, however, be shuffled into the furtherest and darkest corner of the gymnasium. Our intent must be to utilize each student's status and needs as indicators of programs to be developed and not allow artifical program priorities dictate the learnings and skills to be derived.

The physical educator has always been faced with a wide range of individual ability levels. He has developed programs such as adapted, intramurals, and interscholastic sports in order to faster challenge and increased skill. Thus of all the regular teachers in the school, the physical educator should be the least threatened by the introduction of a student with perhaps some further variance in some skills, yet be of a similar level of development in other respects.

APPROACH OF A UAF

Even without complete clarification of the future missions in physical education, work must proceed toward developing appropriate settings and methods for eliciting skill acquisition in all children. The process of "resourcing," coupled with prescriptive teaching, appears at present to be favored methods of approaching the mainstreaming concept. In like manner, a "learning development teacher" has been identified as one trained as both a teacher and diagnostician (35 pp. 7-10). This person is responsible for evaluating the student and organizing the school program as to maximize successful participation in the total curriculum.

The Athens Unit, Georgia Retardation Center, represents a similar position to that of a learning development teacher. Children, identified by the public school or other learning-service agencies, having difficulty in developing their abilities, are referred to the Center for short-term diagnostic workup and construction of a prescriptive teaching program. The Center is identified, therefore, by public education as a resource unit; a diagnostic/prescriptive Center which provides an adjusted amount of time to develop, implement and evaluate an educational program that suits the child and can be continued upon return to the community setting.

PRESCRIPTIVE TEACHING

The individual prescriptions developed within the Center program, cut across education disciplines and are usually carried

out in a group activity setting. The following series (slide 1a) of slides represent samplings of the (2 weight train, protocols) prescriptive teaching utilized in physical education (4 symbol and 4 coding slides). Types (slide 1b) of programs and entry levels are ascertained during activity presessions. During this time, (slide 2a) a student learns the symbolic coding process while the instructor is allowed the opportunity to identify entry levels (slide 2b) for activity participation. The symbolic coding process has not only allowed for easier comprehension on the part of the student (slide 3a) but presents an easily understood and acceptable report when submitted (slide 3b) to the teacher in the community.

The development of programs as depicted here (slide 4a) are certainly not new. Ongoing programs and reports in the literature (slide 4b) have been available for some time (1) (2) (6). The important point (slide 5a) involves not only its success in segregated class settings (slide 5b) but the demonstrated effectiveness in promoting a student's movement into regular classes with likelihood of greater acceptance.

SUMMARY

In summary then, and from the vantage point of "Between" (City Limit slide), it is becoming quite clear that traditional categorical methods of educating children are of limited value. The ultimate question relates to the importance of terms such as retarded, physical handicapped, developmental disabled and gifted. In terms of educational goals, "do these names add anything to the development of a system for educating a student?" If not, then the question becomes, "shouldn't they be done away with?"

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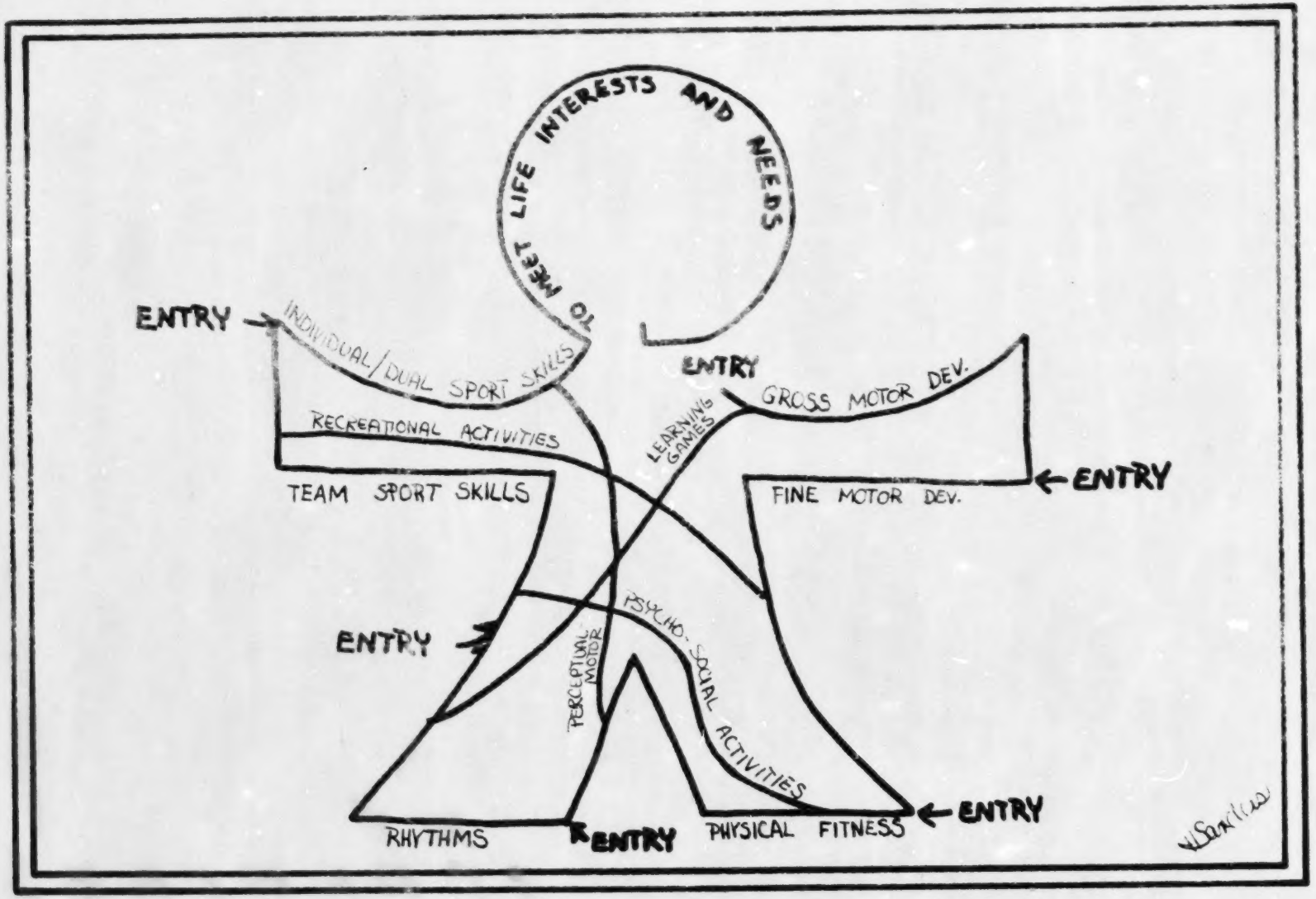
TO MEET LIFE INTERESTS AND NEEDS
ENTRY
INDIVIDUAL/DUAL SPORT SKILLS
RECREATIONAL ACTIVITIES
TEAM SPORT SKILLS
ENTRY
ENTRY
GROSS MOTOR DEV.
LEARNING GAMES
FINE MOTOR DEV.
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PERCEPTUAL MOTOR
PSYCHO-SOCIAL ACTIVITIES
RHYTHMS
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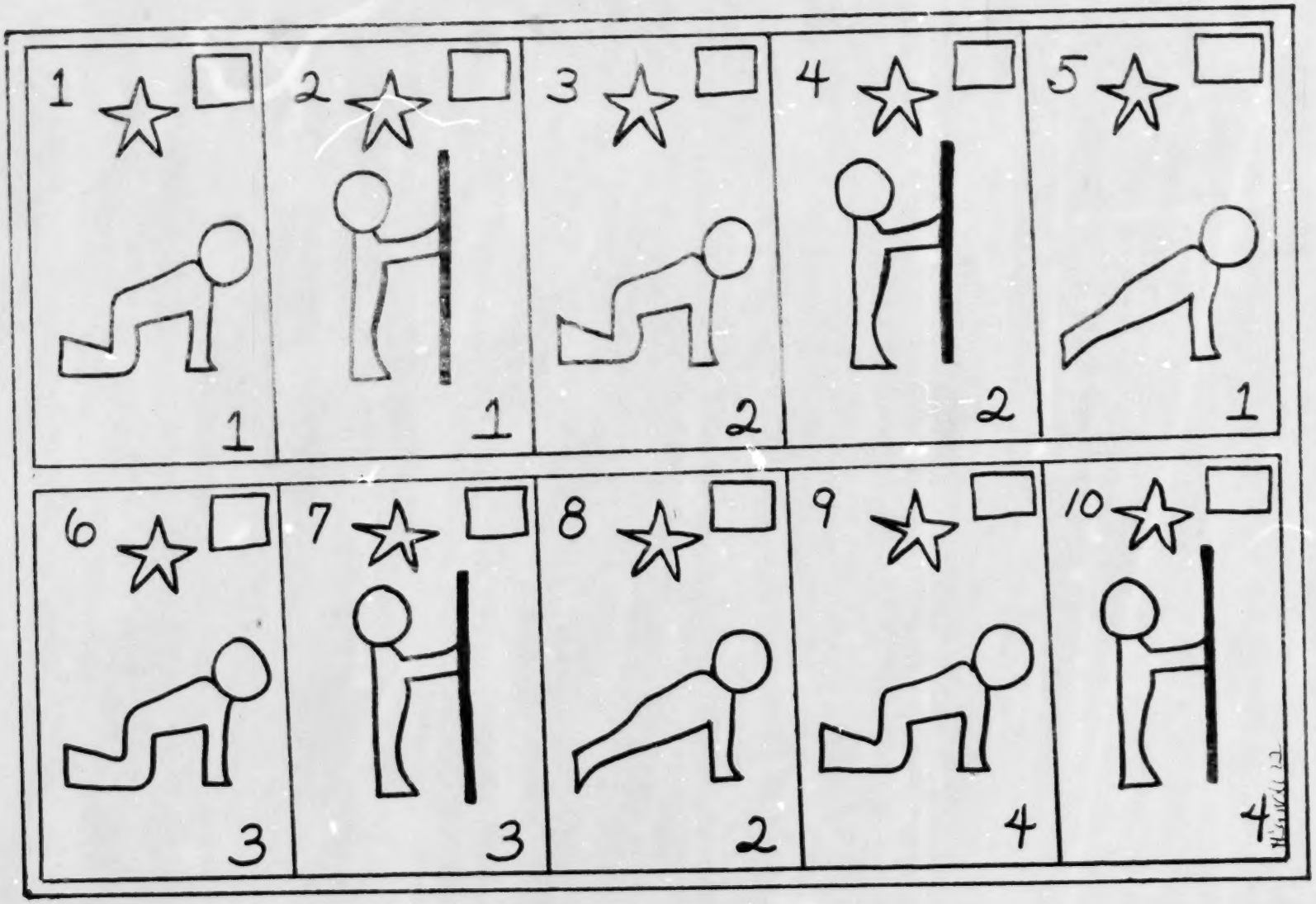
PHYSICAL FITNESS
ENTRY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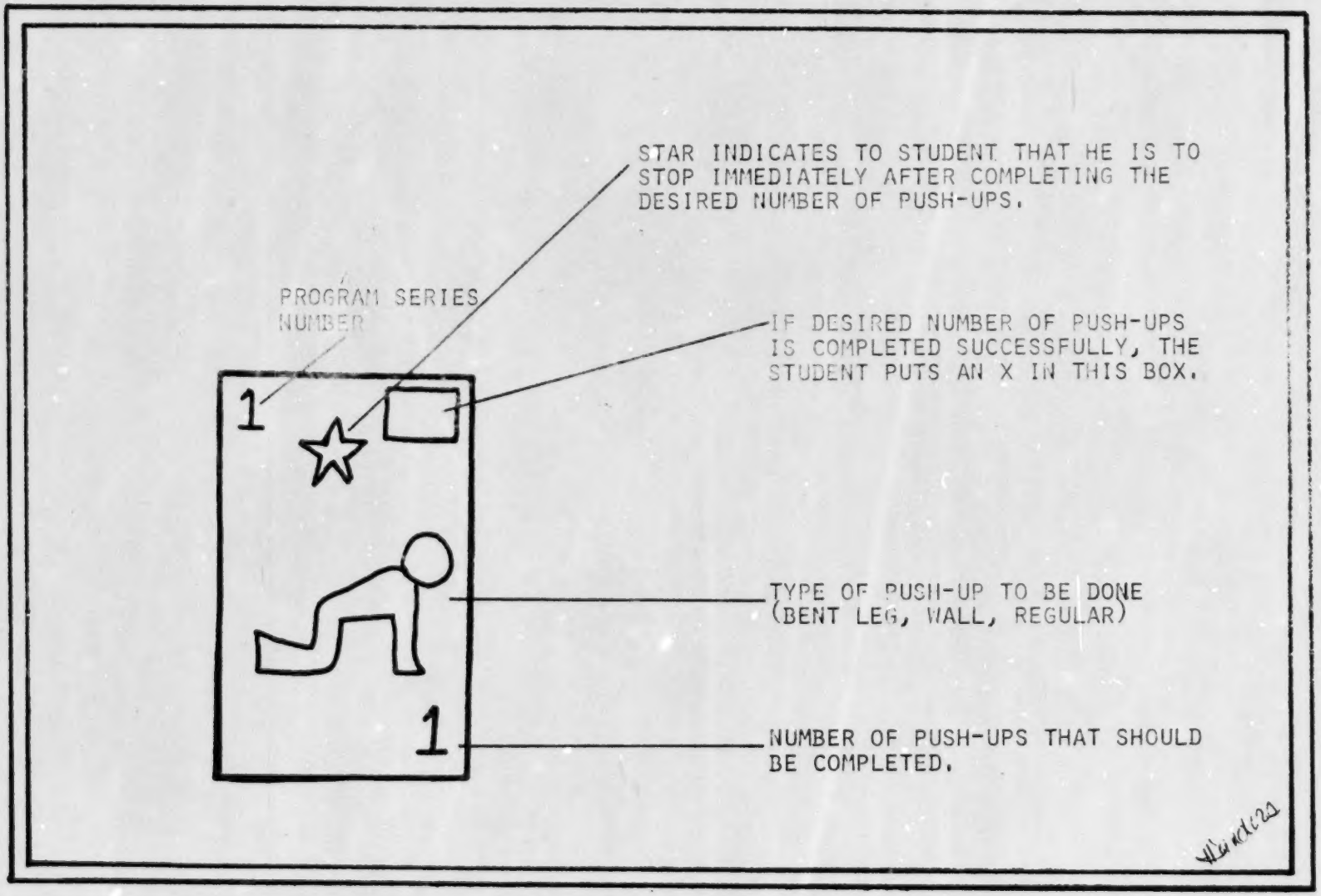
STAR INDICATES TO STUDENT THAT HE IS TO STOP IMMEDIATELY AFTER COMPLETING THE DESIRED NUMBER OF PUSH-UPS.
PROGRAM SERIES NUMBER
IF DESIRED NUMBER OF PUSH-UPS IS COMPLETED SUCCESSFULLY, THE STUDENT PUTS AN X IN THIS BOX.
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TYPE OF PUSH-UP TO BE DONE (BENT LEG, WALL, REGULAR)
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NUMBER OF PUSH-UPS THAT SHOULD BE COMPLETED.

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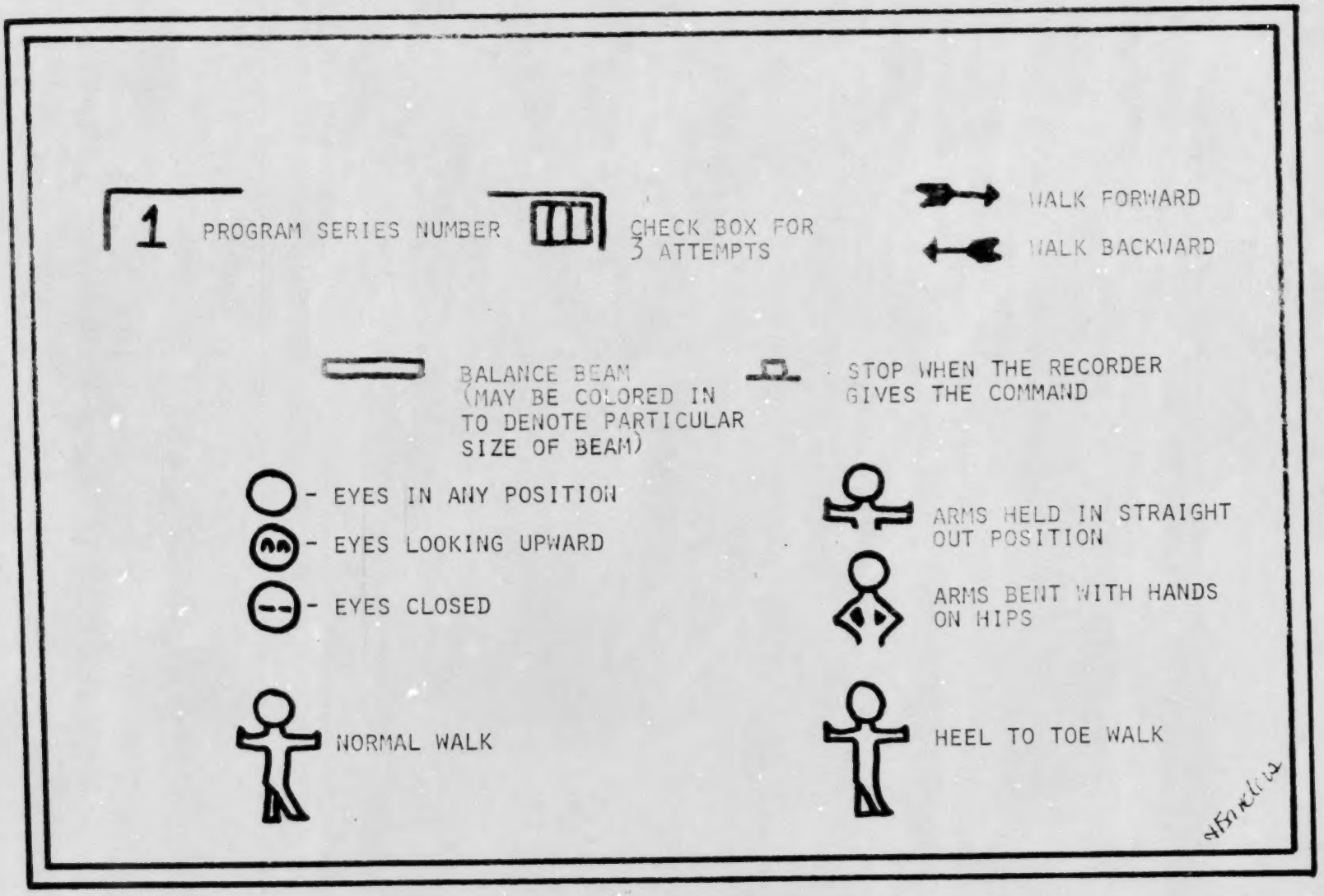
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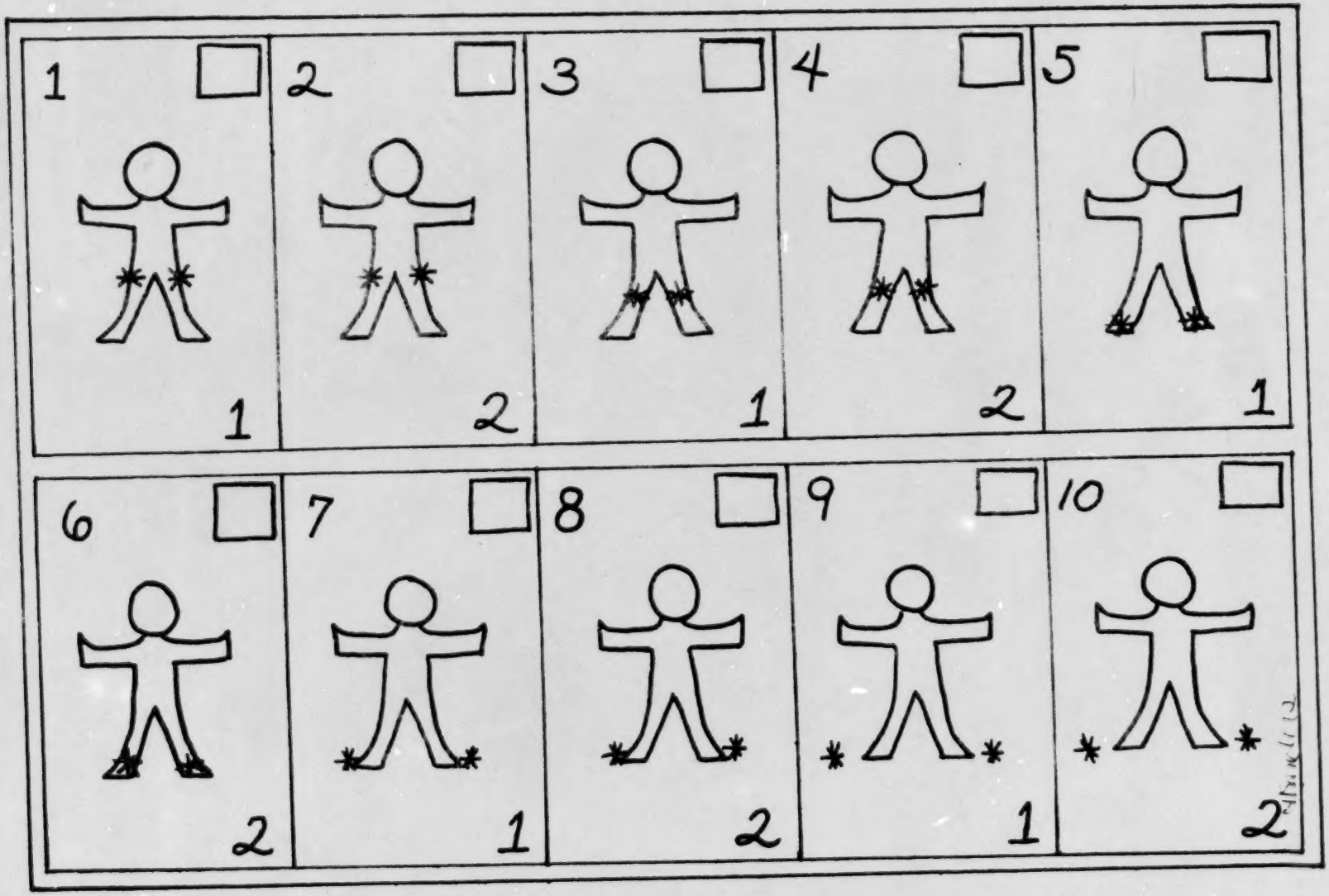
PROGRAM SERIES NUMBER
CHECK BOX FOR 3 ATTEMPTS
WALK FORWARD
WALK BACKWARD
BALANCE BEAM (MAY BE COLORED IN TO DENOTE PARTICULAR SIZE OF BEAM)
STOP WHEN THE RECORDER GIVES THE COMMAND
- EYES IN ANY POSITION
- EYES LOOKING UPWARD
- EYES CLOSED
ARMS HELD IN STRAIGHT OUT POSITION
ARMS BENT WITH HANDS ON HIPS
NORMAL WALK
HEEL TO TOE WALK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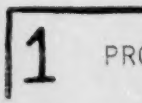

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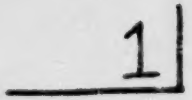
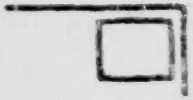


NUMBER OF TOE-TOUCHES TO BE COMPLETED

STAR INDICATES STOP AFTER TOE-TOUCH ACTIVITY IS COMPLETED



CHECK BOX

TOUCH HANDS TO THIGHS

TOUCH HANDS TO TOES

TOUCH HANDS TO ANKLES

TOUCH HANDS TO KNEES

TOUCH HANDS TO FLOOR

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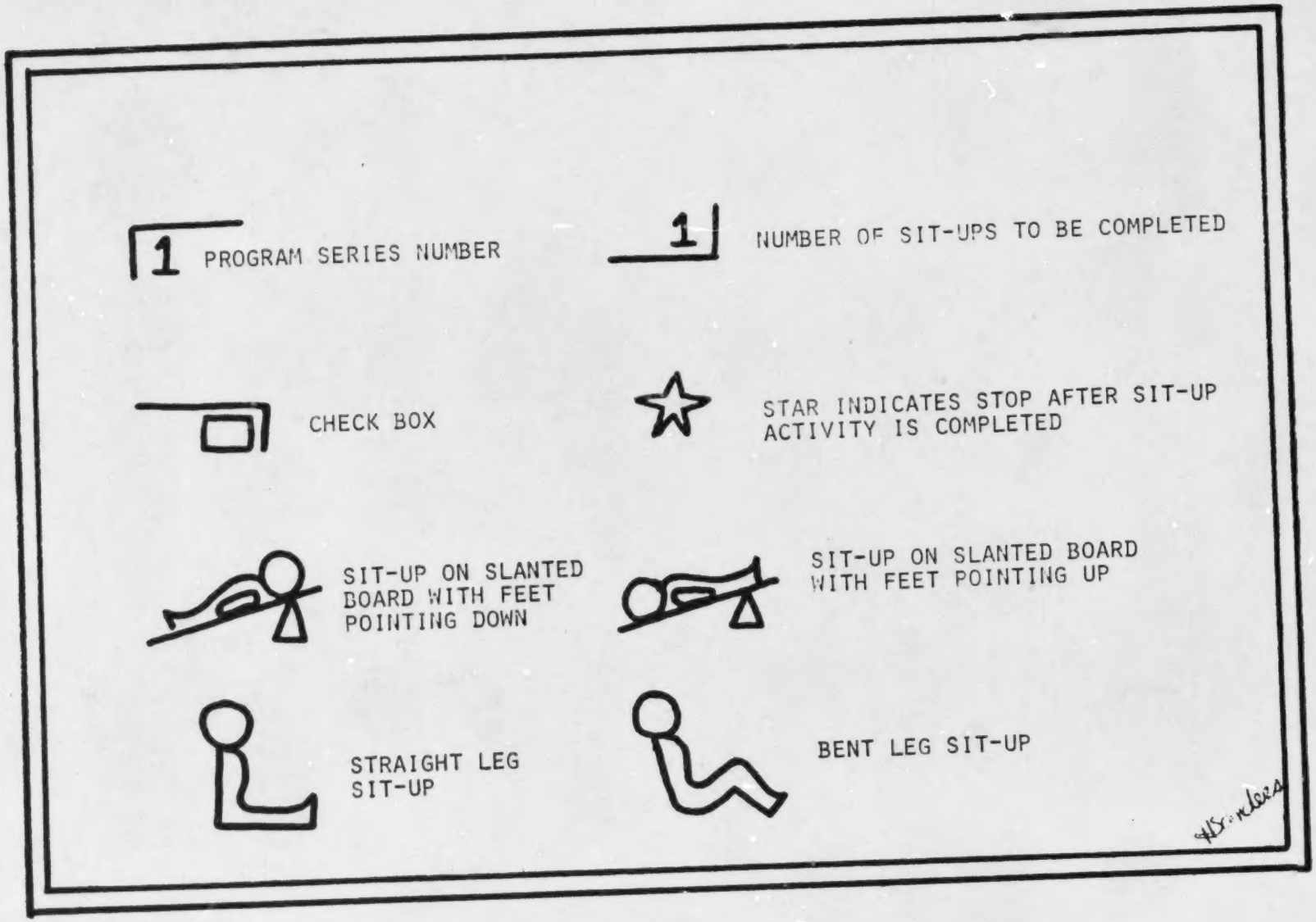
1
PROGRAM SERIES NUMBER
1
NUMBER OF SIT-UPS TO BE COMPLETED
CHECK BOX
STAR INDICATES STOP AFTER SIT-UP ACTIVITY IS COMPLETED
SIT-UP ON SLANTED BOARD WITH FEET POINTING DOWN
SIT-UP ON SLANTED BOARD WITH FEET POINTING UP
STRAIGHT LEG SIT-UP
BENT LEG SIT-UP

WEIGHT TRAINING PROGRESS RECORD

NAME: _____

AGE: _____

MEASURE	INITIAL	FINAL	MEASURE	INITIAL	FINAL	MEASURE	INITIAL	FINAL
HEIGHT WEIGHT NECK CHEST			WAIST HIPS UPPER ARM	 R L	 R L	FOREARM THIGH CALF	R L R L R L	R L R L R L

DATE	DUMBELL CURL		FLYERS		MILITARY PRESS		SQUATS		HEEL RAISE		WRIST CURL		BENCH PRESS	
	W	R	W	R	W	R	W	R	W	R	W	R	W	R

BEGINNING PROGRAM:

1. START WITH EXERCISE WEIGHT STUDENT CAN LIFT SIX TIMES.
2. EACH DAY INCREASE EXERCISE BY ONE REPETITION UNTIL STUDENT CAN PERFORM TASK 10 TIMES.
3. ADD 5 LBS. TO DUMBBELL OR 10 LBS. TO BARBELL - WILL DECREASE NUMBER OF REPETITIONS STUDENT CAN PERFORM TO AGAIN APPROXIMATELY SIX.
4. REPEAT STEPS 2 AND 3.

STUDENTS WITH SEIZURES SHOULD NOT PERFORM EXERCISES WHERE WEIGHTS ARE LIFTED ABOVE HEAD.